



Sul Ross State University

Course Syllabus

SPAN 4312 – Teaching Spanish

Web-delivered Course

Fall 2022

Profesora: Ilda N. González

Aula de clase: MAB 200

Horas de oficina: lunes y miércoles de 12:00 a 2:00 de la tarde
martes y jueves – por internet de la 2:00 a 3:00 de la tarde
También por cita.

Semestre: otoño del 2022

Teléfonos: 432.837.8097 y 432.940.2356

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Textbook and materials:

1. Teacher's Handbook Contextualized Language Instruction, 4th edition, Judith L. Shrum and Eileen W. Glisan, Cengage Learning, ISBN-13: 978-1-4130-3321-2
2. LOTE Prep. Manual (http://cms.texas-ets.org/files/9013/2949/1962/613_lote_spanish.pdf)

Course description

This course presents an introduction to second language acquisition theories and approaches as they applied to the teaching of Spanish as a second language. Starting from a general overview on traditional and current foreign language teaching methods, the course will focus on current pedagogical trends focused on different areas of Spanish acquisition (grammar and vocabulary, reading, writing, listening, and speaking, and cultural competence). In addition, the course will highlight the role of different teaching tools such as unit and lesson planning, student needs analysis, material developments and assessment. Much of the course consists in discussion, and practical application to promote meaningful active learning.

Spanish Program Outcomes:

Graduating Students will demonstrate that they can

1. Communicate orally in standard Spanish.
2. Construct effective written discourse in Spanish using a broad range of language structures.
3. Demonstrate knowledge of major authors in literary works from Spanish and Spanish American literature.
4. Determine the connections between language and culture, including those within different Spanish language culture.

Student Learning Outcomes: Students who successfully complete the course will:

- 1 Understand the key topics on language acquisition theories and their direct influence on current approaches and methodologies in the teaching of Spanish.
- 2 Critically evaluate the different approaches to usefully implement them in specific classroom situations.
- 3 Design and develop lesson plans, materials, and assessments to be gathered in a professional portfolio that represents knowledge and skills for teaching Spanish as a second language.
- 4 Understand the structure and content of the Texas LOTE exam and develop strategies to successfully achieve a good score.



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PROGRAM MARKETABLE SKILLS:

1. Students will use analytical skills for gathering and analyzing information to weigh values and assess needs.
2. Students will appreciate cultural differences and understand cross-cultural communication.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking; library resources, such as online databases; and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross e-mail accounts and should submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the Student Handbook. Students enrolled in distance education courses at Sul Ross is expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the Student Handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process.

The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook>

Please be aware that the use of automatic translators is considered academic dishonesty since it does not represent and will earn a failing grade in the course. No exceptions made.

Student Contributions

1. Each student will spend at least 5 hours preparing for this class.
2. Attendance and participation are very important in this class.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.



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COURSE REQUIREMENTS

Class participation. 10%

Students will actively participate in each class session by completing the assigned readings and offering their critical interpretations and revisions of the main ideas, presenting examples or discussing in depth a particular point. In some cases, the comments will be the result of group work. Before each session, students are expected to have read all materials and completed assigned homework (see course schedule for details).

Exams. 30%

Two comprehensive exams on all assigned readings will be held in this course; the exams will assess understanding of key topics, critical connections, and analysis of main issues presented in class. The format of the tests will include multiple-choice, T/F and open-ended questions. Please see the course schedule for relevant dates.

Mini-lessons. 30%

Students will create a communicative lesson plan on a particular topic (i.e., fashion, travel, foods, household, etc.) including the presentation of vocabulary, grammar, and culture related to that topic. After receiving feedback from the instructor, the students will demonstrate the lesson by teaching it in class. The teaching demonstration should be about 15 minutes.

Professional Portfolio. 30%

A relevant component of this course is the development of a professional teaching portfolio that integrates your knowledge and skills for teaching Spanish. The portfolio should include the following:

1. Short biography and teaching statement.
2. Four lesson plans on the areas of vocabulary, grammar, reading and writing. Each plan should incorporate concepts and methodologies of the teaching approaches discussed in class.
3. Assessment tools (including a traditional assessment and a performative assessment).
4. Compilation of at least 15 websites/TICS you found useful when planning your lessons and you would like to use in the future.



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TENTATIVE COURSE SCHEDULE

This course schedule is subject to revisions and changes as the instructor deems necessary for the course. Any changes to the course schedule will be announced in class and on the course website in advance.

Date	Activities	Readings & Assignments
8/29	Introduction of the course. Assignments. Second language acquisition: key concepts and definitions. The ACTFL Standards	Complete Student Survey in e-College Respond to the questions posted in the “Primera Semana” thread in the e-College site.
9/5	<i>Labor Day Holiday</i>	
9/12	Approaches and methods	ACTFL, “World-Readiness Standards for Learning Languages” Shrum Ch 3 & 4
9/19	Approaches and methods	Shrum, Ch. 5 Brandl, Ch. 1
9/26	Communicative Competence	Brandl Ch. 2 & 6
10/3	Unit and lesson planning; sequencing and task design	Brandl Ch. 3&4 Moreno García, “Actividades del enfoque comunicativo y del enfoque por tareas”
10/10	Sequencing and task design	<i>Prepare for Exam 1</i>
	Exam review	McCarten, “Teaching Vocabulary”
10/17	Exam 1 (20% final grade) Teaching vocabulary	Shrum, Ch. 7 & 8 Ellis, “Teaching grammar”
10/24	Teaching vocabulary Teaching grammar	Shrum, Ch. 9
10/31	Listening and speaking in a second language	Shrum, Ch 5 & 10 Scott, “Rethinking Foreign Language Writing “
11/7	Reading and writing in a second language	Salaberry&Cohen, “Testing Spanish”
11/14	Language assessment, error correction and feedback.	Shrum, Ch. 7
11/21	Materials & technology in the Spanish classroom	Texas State Education Board. <i>Texas Preparation Manual</i>
11/28	The LOTE exam Mini-Lessons (10% final grade)	Texas State Education Board. <i>Texas Preparation Manual</i> <i>Prepare for Exam 1</i>
12/5	Exam 2 (20% final grade) Mini-Lessons (10% final grade)	